



**POST-16
OPTIONS GUIDE
2023/24**

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PRINCIPAL'S INTRODUCTION

March 2023

Dear Student

I am delighted that you are applying for a place in Sixth Form and that you intend continuing your education here in De La Salle College.



As 'Growing to Excellence' is our mission statement, we aim to provide you with the opportunity to continue with your studies and to achieve further academic qualifications. Here in De La Salle College, we also aim to mould resilient, resourceful, responsible, reasoning and reflective young adults. Sixth Form students are thus given additional opportunities beyond the classroom and normal school day to develop these attributes. We hope that developing such skills and experiences will give you the confidence and self-belief needed for the world beyond De La Salle.

If you are prepared to see De La Salle College as 'A Place of Opportunity', and to demonstrate high levels of commitment and responsibility, you will be well placed to become a valued part of our Sixth Form where you will be regarded as a young adult and perceived to be a positive role model for students in the rest of the school.

In Sixth Form the courses that you will follow will be much more demanding than GCSE but if you work hard and commit to them, you will find them hugely rewarding. Boys with a positive attitude to school, and to their studies in Sixth Form, have progressed to university, further education or rewarding employment. I have no doubt that you will do the same.

Please give this Prospectus due to consideration and discuss your options with teachers and your parents to ensure that you choose the courses best suited to you.

The very best of luck with your GCSEs.

I look forward to seeing you in your Sixth Form uniform in September.

Clare White

Mrs C White

Principal

KEY STAGE 5 – ARE YOU READY FOR THE CHALLENGE?

In De La Salle we have created a vibrant and stimulating learning environment for you in Key Stage 5. Year 13 and 14 students are a valuable part of our school community and are the role models for the younger pupils. Sixth Form is a unique and exciting experience, and the world is literally your 'oyster'! This prospectus has been compiled to give you a flavour of life in the Sixth Form. It explains the courses we offer (though these may change depending on demand) and what we expect from you.

When entering the Sixth Form, you will be asked to sign up to a '**Code of Conduct**' committing yourself to all aspects of school life. We therefore expect the very highest standards from you, not only in your commitment to your studies but also with regard to attendance, punctuality and uniform.

Key Stage 5 provides a transition between being a pupil at school and moving onto College/University or the world of work. We encourage our Key Stage 5 students to improve their personal development skills by getting involved in the life of the school. There are many opportunities to 'take the lead' in school either as Prefects or Mentors. Key Stage 5 students also get involved in fundraising activities such as our annual Christmas Appeal or working with charities such as Habitat for Humanity.

Key Stage 5 will be a challenging period in your school career. At this point, you may have some thoughts on your future and the goals you wish to achieve for yourself. Everyone has different talents and skills and by harnessing your talents, working hard and believing you can achieve, we will help you realise your potential!

The Key Stage 5 curriculum is organised as a partnership offer with St Genevieve's High School and other collaborative partners and therefore many of the classes are co-educational. These collaborative arrangements mean that we can offer a wider range of courses to you.

An essential aspect of life in the Sixth Form is personal and independent study. In the light of this, students have their own designated study areas. In Sixth Form the ability to use this time effectively will be very important to ensure success.

Throughout Sixth Form the academic progress and personal development of all Year 13 and 14 students will be regularly monitored.

ENTRANCE CRITERIA**Post-16 Blue Pathway**

All students following this pathway are expected to study **three** subjects at level 3, with any combination of A Levels and levels equivalents permitted.

Criterion	Requirement
Academic Profile	<ul style="list-style-type: none"> • At least 5 GCSEs graded A*-C, including English or Maths. • Subject specific criteria as outlined on page 9.
Attendance	<ul style="list-style-type: none"> • Above 92%¹ unless there are extenuating circumstances).
Punctuality	<ul style="list-style-type: none"> • Excellent punctuality (above 90%)
Behaviour	<ul style="list-style-type: none"> • Excellent behaviour record, which will be based on number of suspensions and detentions, as well as the behaviour profile built up on the school system.
Work Ethic	<ul style="list-style-type: none"> • Work Ethic: Excellent, organised, committed to 3 hours evening study, • Successful engagement in KS4 Interventions Programme (if applicable)
Involvement in School Life	<ul style="list-style-type: none"> • Organise and participate in a relevant year 13 work experience placement. <ul style="list-style-type: none"> ○ Evidence of a suitable placement must be provided on application to Sixth Form. • Attendance at School Prize Night. • Available to help at School Open Night.
Career Pathway	<ul style="list-style-type: none"> • University (Degree, Foundation Degree, Higher National Diploma, Higher Level Apprenticeships)

Students from other schools will be considered following the enrolment of De La Salle College / St Genevieve's students, provided they meet the above criteria, and the school has spaces in the appropriate year group.

Any student applying for entry from another school will be expected to provide the documentary evidence showing they meet all of the above criteria.

¹ NI Average attendance for post-primary schools

ENTRANCE CRITERIA**Post-16 Red Pathway**

All students following this pathway are expected to study **three** subjects at level 3. One of these must be OCN Employability and Professional Development.

Criterion	Requirement
Academic Profile	<ul style="list-style-type: none"> • At least 5 GCSEs graded A*-C, including English and/or Maths. • Subject specific criteria as outlined on page 9.
Attendance	<ul style="list-style-type: none"> • Above 92%² unless there are extenuating circumstances).
Punctuality	<ul style="list-style-type: none"> • Excellent punctuality (above 90%)
Behaviour	<ul style="list-style-type: none"> • Excellent behaviour record, which will be based on number of suspensions and detentions, as well as the behaviour profile built up on the school system.
Work Ethic	<ul style="list-style-type: none"> • Work Ethic: Excellent, organised, committed to 3 hours evening study, • Successful engagement in KS4 Interventions Programme (if applicable)
Involvement in School Life	<ul style="list-style-type: none"> • Organise and participate in a relevant year 13 work experience placement. <ul style="list-style-type: none"> ○ Evidence of a suitable placement must be provided on application to Sixth Form. • Attendance at School Prize Night. • Available to help at School Open Night.
Career Pathway	<ul style="list-style-type: none"> • Further Education (FD/HND/HLA) • This pathway is not suitable for students wishing to go directly to full degree courses in most universities.

Students from other schools will be considered following the enrolment of De La Salle College / St Genevieve's students, provided they meet the above criteria, and the school has spaces in the appropriate year group.

Any student applying for entry from another school will be expected to provide the documentary evidence showing they meet all of the above criteria.

² NI Average attendance for post-primary schools

Post – 16 Transition Pathway

A small number of students will benefit from a bridging year, where they will study at least one Level 2 qualification and one Level 3 qualifications. On successfully completing this year, some may return to join the Main Post-16 pathway.

Criterion	Year 1 Requirement
Academic Profile	<ul style="list-style-type: none"> At least 4 GCSEs graded A*-C or level 2 equivalents
Attendance	<ul style="list-style-type: none"> Above 85% throughout Key Stage 4, unless there are extenuating circumstances).
Punctuality	<ul style="list-style-type: none"> Good punctuality (above 85%) throughout Key Stage 4.
Behaviour	<ul style="list-style-type: none"> Excellent behaviour record, which will be based on number of suspensions and detentions, as well as the behaviour profile built up throughout Key Stage 4.
Work Ethic	<ul style="list-style-type: none"> Work Ethic: Committed to working hard to improve, Successful engagement in KS4 Interventions Programme (if applicable)
Involvement in School Life	<ul style="list-style-type: none"> Organise and participate in a relevant year 13 work experience placement. <ul style="list-style-type: none"> Evidence of a suitable placement must be provided on application to Sixth Form. Attendance at School Prize Night. Available to help at School Open Night.
Career Pathway	<ul style="list-style-type: none"> Apprenticeship Work Potential University (Degree, Foundation Degree, Higher National Diploma, Higher Level Apprenticeships)

Students moving from the Transition pathway into the Main Post-16 pathway will, at that stage, be expected to meet all of the criteria for the Main Pathway.

As with the main pathway, students from other schools will be considered following the enrolment of De La Salle College / St Genevieve's students, provided they show documentary evidence that they meet the above criteria, and the school has spaces in the appropriate year group.

TYPES OF QUALIFICATIONS

AS / A2 Qualifications

A2 qualifications remain the traditional route into Higher education and are accepted for all courses by both universities in the North of Ireland and by all universities in Britain and in the Republic of Ireland. These qualifications are graded from A* - E.

Level 3 Equivalent Qualifications

Level 3 qualifications* are equivalent to A2 qualifications but may not always be accepted by universities for entry into some or all of their courses.

For example:

- Queen’s University will
 - accept a maximum of one level 3 equivalent for many of the courses on offer.
 - not accept any level 3 equivalents for many degrees such as Pharmacy, Engineering etc.
- Ulster University will accept more than one equivalent for most courses.
- No universities in the Republic of Ireland will accept level 3 equivalents.
- Some FE colleges in the Republic of Ireland will accept level of equivalents.

Please check the specific requirements for any Higher Level (University) course before choosing a level 3 equivalent.

In the current academic year, our year 13 cohort will have almost exactly the same number of entries for both AS and level 3 equivalent qualifications.

Level 3 equivalents are graded from Distinction * to Pass.

Grade Range and Comparisons

AS / A2 Qualifications	BTec / Level 3 Equivalents
A*	
A	Distinction *
B	Distinction
C	Merit
D	
E	Pass
U	Near Pass (Fail)

*Please note that Level 3 Qualifications should be those made available from 2016.

Level 2 Equivalent Qualifications

A small number of level 2 equivalent qualifications are offered as part of our transition pathway. Each qualification is equivalent to 2 GCSEs and is graded as follows:

Level 2 Grade	Equivalent GCSE Grading
Distinction	AA
Merit	BB
Pass	CC

GCSE Qualifications

In Sixth Form, it is only possible to repeat GCSE English and Mathematics.

Entry into these classes is limited and the places are of extremely high demand. Consequently, only students obtaining a grade D in their Year 12 exam will be guaranteed a place in the repeat classes. Level 2 Essential Skills qualifications may be offered to those students who do not meet the criteria for the repeat classes.

There are no other repeat GCSE options timetabled for post-16 students in De La Salle.

SUBJECT CRITERIA

Qualifications delivered solely in De La Salle	
Subject	Minimum Entrance Criteria
Geography	Grade B in both GCSE Geography and GCSE English Language.
Digital Technology	Grade B in both GCSE Digital Technology and Mathematics
English Language	Grade B in GCSE English Language, including Grade B in both papers in the external examination).
Spanish	Grade B in GCSE Spanish; Grade C in English Language.
Life & Health Science (SA)	Grade A in GCSE Single Award Science or Grade BB in Double Award Science.
BTec Health & Social Care	Grade C in GCSE English
BTec Business	Grade C in English and Maths; preferably either grade C in GCSE Business Studies or Distinction in Cambridge Level 2 Business Studies (year 13 qualification).
BTec Construction	Grade C in GCSE Technology, GCSE Construction or Merit in Occupational Studies Construction. Grade B in GCSE Maths
BTec Engineering	Grade B in GCSE Maths.
BTec Travel & Tourism	Grade C in English.
BTec Sport (Single Award)	Grade C in GCSE PE or equivalent. Grade C in English. Grade C in a Biology may also be accepted.
BTec Information Technology	A grade C in GCSE Digital Technology or OCN ICT and a Grade C in English Language and Maths.
OCN Employability and Professional Development	4 GCSE grade C or above
Qualifications delivered in De La Salle College and / or St Genevieve's	
Subject	Minimum Entrance Criteria
Art & Design	Grade B in GCSE Art; Grade C in GCSE English.
Moving Image Arts	Grade C in GCSE English Language.
Chemistry	Grade BB in GCSE Double Award Science; grade BB in Chemistry units; grade C in GCSE Maths.
Biology	Grade BB in GCSE Double Award Science; grade BB in Biology units; grade C in GCSE Maths.
Media Studies	Grade C in English Language.
Professional Business Services	Grade C in English and Maths; preferably either grade C in GCSE Business Studies or Distinction in Cambridge Level 2 Business Studies (year 13 qualification).
BTec Health & Social Care	Grade C in GCSE English and Maths.
History	Grade B in both GCSE History and GCSE English Language.
Government & Politics	Grade B in GCSE English Language; Grade B in either GCSE History or Religious Studies.
Religious Studies	Grade B in GCSE Religious Studies.
Mathematics	Grade A in GCSE Mathematics.
Drama	Grade C in English. GCSE Drama is not a prerequisite, but it is advantageous to have studied it.

Qualifications offered and delivered solely in St Genevieve’s	
The following qualifications are offered and hosted solely by St Genevieve’s and specific details can be obtained by contacting St Genevieve’s High School.	
Irish	English Literature
Music	BTec Children’s Care Learning and Development
Home Economics (Food & Nutrition)	Sociology
Level 2 Qualifications	
Subject	Minimum Entrance Criteria
Business Studies(DA)	No specific entry requirements

OVER-SUBSCRIBED COURSES

In the event of over-subscription for individual courses, the following criteria will be applied in order:

- a) Preference will be given to students who are currently attending De La Salle College or St Genevieve's High School.
- b) Preference will be given to students who have acquired the required grades by the end of Year 12.
- c) Preference will be given to students with the highest grade in relevant subject(s).
- d) A points system, with points for GCSE grades will be used to allocate places.
 - i. 1 point for each grade C
 - ii. 2 points for each grade C*
 - iii. 3 points for each grade B
 - iv. 4 points for each grade A
 - v. 5 points for each grade A*

The best nine GCSE grades will be considered.

VIABILITY OF COURSES

It should be noted that some courses as presented in the prospectus may be scheduled if there are insufficient numbers to form a viable class.

AS / A2 QUALIFICATIONS

ART AND DESIGN		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
AS 1: Experimental Portfolio	Students develop, explore and record ideas.	50% of AS
	Teachers assess students' work and CCEA moderate the marks.	20% of A Level
AS 2: Personal Response	Students present a personal outcome in response to the theme. Students bring this to completion during a 10-hour controlled test. Teachers assess the controlled task, and CCEA moderate their marks.	50% of AS
		20% of A Level
A2 1: Personal and Critical Investigation	Written and practical work inform each other and are integrated but are marked separately.	60% of A2
	<i>Practical Investigation</i> 40% of A2 24% of A Level <i>Written investigation</i> 1000–2000 words externally assessed 20% of A2 12% of A Level	36% of A Level
A2 2: Thematic Outcome	Students present an outcome in response to the theme. Students bring this to completion during a 15-hour controlled test. Teachers assess students' work, and CCEA moderate their marks.	40% of A2
		24% of A Level
SPECIALISM CHOICES		
<ul style="list-style-type: none"> - Art, Craft and Design – Combined Studies - Photography and Lens-Based Media - Three-dimensional Design - Textiles 		
ENTRY REQUIREMENTS		
Pupils must have achieved at least a grade B in GCSE Art and at least a grade C in English Language.		
CAREER PROGRESSION		
Art and Design enables students to develop the conceptual, visual, literary and communication skills necessary for critical thinking and independence of thought. Studying this also boosts employability prospects, in areas such as film, academia, Architecture, Graphic Design, product design, spatial design, landscape design, mechanical design engineers, publishing, journalism and gallery or museum work, photography, prop design, animation, conservation, web design, fashion and much more.		

PROFESSIONAL BUSINESS SERVICES		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Year 13 AS		
External Assessment Module / Unit Description	Assessment Method	Weightings
Unit AS 1: Introduction to Professional Business Services	Unit 1. External written examination 1 hour 30 mins	80 Marks, 30% of AS/12% of A Level
Unit AS 3: Financial Decision Making	Unit 3. External written examination 1 hour 30 mins	80 Marks, 30% of AS/12% of A Level
Unit A2 1: Technology in Business	Unit 1. External written examination 2 hours	90 Marks 18% of A Level
Unit A2 2: Leadership and Management External written examination 2 hours (90 marks) 18% of A level	Unit 2. External written examination	90 Marks 18% of A Level
Internal Assessment Module / Unit Description	Assessment Method	Weightings
Unit AS 2: Human Resource Services Internal Assessment Portfolio based on a pre-release case study. Students demonstrate the skills a PBS consultant needs to advise businesses on improving their human resource management.	Internal Assessment	40% of AS 16% of A level
Unit A2 3: Project Management Skills and Processes The A2 internal assessment unit explores the stages of successful project management. Students engage with businesses to develop and use their experience to plan and ideally execute a one-off project.	Internal Assessment	120 marks 24% of A level
ASSESSMENT CRITERIA The qualification has two internally assessed units and four externally assessed units.		
ENTRY REQUIREMENTS A grade C in GCSE English, Maths and, preferably, Business Studies (prior study is not essential).		
CAREER PROGRESSION This qualification gives the opportunity to enter employment or to progress to higher education.		

HEALTH AND SOCIAL CARE

AWARDING BODY: CCEA

COURSE OUTLINE

This specification appeals to students with an interest in health, well-being and caring for others. It gives students the opportunity to study a diverse range of subjects, including communication, physiology, social policy, and psychology, and develop skills including research, investigation, and analysis.

This course is suitable for anyone wishing to take up further study or a career in the health and social care field.

Year 13

Module / Unit Description	Assessment Method	Weighting (%)
AS 1: Promoting Quality Care <ul style="list-style-type: none"> Compulsory for AS Award Internal assessment Students produce a written report based on practice in a health, social care or early years setting that they have experienced. 	Internal assessment	10% of A level
AS 2: Communication in Health, Social Care and Early Years Settings <ul style="list-style-type: none"> Compulsory for AS Award, Internal assessment Students produce a written report on communication in a health, social care or early years setting. 	Internal assessment	10% of A level
AS 3: Health and Well-Being Compulsory for AS Award <ul style="list-style-type: none"> External written examination 2 hours Students answer three compulsory questions. 	External written examination	20% of A level

Year 14

Module / Unit Description	Assessment Method	Weighting (%)
A2 3: Providing Services <ul style="list-style-type: none"> Compulsory for A Level Award External written examination based on pre-release material - 2 hours. Students answer three compulsory questions. 	External written examination	30% of A level
A2 4: Public Health and Health Promotion <ul style="list-style-type: none"> Students produce a report on public health issues and how they are being addressed in Northern Ireland, undertake a health promotion activity and report their findings. 	Internal assessment	15% of A level
A2 5: Supporting the Family <ul style="list-style-type: none"> Students produce a review of changes to family structure, a case study and a report on services for families experiencing issues. 	Internal assessment	15% of A level

ASSESSMENT CRITERIA

In Year 13 the overall weighting is 40% of the full A Level – 20% coursework and 20% exam.

In Year 14 the overall weighting is 60% of the full A Level – 30% coursework and 30% exam.

ENTRY REQUIREMENTS

- GCSE in English at Grade C or above
- Ability to successfully complete a work placement in a health and social care setting

CAREER PROGRESSION

This is an ideal course for students who want a broad background in health and social care. Many students with a qualification in GCE Health and Social Care go on to degree-level study in a variety of subjects such as health studies, social policy, social science, social studies, psychology, nursing and/or social work. Other students go on to complete a BTEC Diploma in Health and Social Care. Some students go straight into employment in the fields of health and social care

MOVING IMAGE ARTS		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
Component 1: Critical Understanding of Creative and Technical Moving Image Production	Compulsory online examination 1 hour 30 minutes. The examination features: a range of previously unseen audio and visual stimuli and short film sequences; questions that assess knowledge and understanding of film language, practices, techniques and contexts; scenario-based questions that assess creative and production management skills; and questions that assess analysis and evaluation of film language, audience and purpose.	40%
Component 2: Acquisition of Skills in Moving Image Production	Compulsory controlled assessment tasks Students complete four tasks specified in the Component 2 Task Booklet: storyboarding; camera and editing; sound; and animation	20%
Component 3: Planning and Making a Moving Image Product	Compulsory controlled assessment portfolio Students produce a live-action or animated film portfolio from a selection of genre-specific production briefs that we provide. The portfolio must feature: a research analysis; preproduction material; a completed moving image product; and an evaluation.	40%
KEY FEATURES <ul style="list-style-type: none"> - This course offers an applied qualification. Students develop knowledge, understanding and skills through practical demonstration in a context related to employability. Students work on a range of creative, critical and technical tasks. These include planning and creating moving image products. It helps the students to develop audio-visual literacy and creativity through hands-on learning in the craft of moving image arts. It encourages ownership, self-expression and independence in the students’ exploration of thoughts, ideas and creative practices. The course uses new digital technologies and the creative learning possibilities they offer, including an online examination. It enables flexible, interdisciplinary learning, encouraging synergies across multiple art forms and curricular areas. 		
ENTRY REQUIREMENTS Pupils must have at least a grade C in English Language.		
CAREER PROGRESSION Studying Moving Image Arts enables students to develop the conceptual, technical, visual, literary and communication skills to peruse further study leading to potential careers in; Publishing, Audio, Streaming Media, Film, Music, Social Media, Interactive Media, Graphics, Theatre, Events promotions, Teaching and much more.		

A LEVEL DIGITAL TECHNOLOGY

AWARDING BODY: WJEC COURSE OUTLINE

Module / Unit Description	Assessment Method and Duration	Weighting (%)
AS Unit 1: Innovation in Digital Technology An assessment (taken on-screen), comprising of a range of question types to assess specification content related to connected digital systems and smart devices, the development of Artificial Intelligence, digital technology development life cycles, user experience and human computer interaction in digital systems development and the functions, purposes and uses of social media by individuals and organisations.	External exam (on-screen) – 2 hrs	20 % of A Level
AS Unit 2: Creative Digital Practices A non-examined assessment focussing on the end-to-end creation of a game. Candidates will investigate, plan, design, create, test and review a game of their choice.	Internal Assessment (coursework)	20% of A Level
A2 Unit 3: Connected Systems An assessment (taken on-screen), comprising of a range of question types to assess specification content related to collecting, storing, analysing and using data, cyber security, and digital technology networks.	External exam (on-screen) – 2 hrs 30 mins	30% of A Level
A2 Unit 4: Digital Solutions A non-examined assessment focussing on the creation of a transactional website linked to a server-based RDBMS. Candidates will plan, design, create, develop, review, test and refine a transactional website of their choice.	Internal Assessment (coursework)	30% of A Level

ASSESSMENT CRITERIA

50% Examination (2 modules)
50% Coursework (2 modules)

AS weighting 40% of total marks
A2 weighting 60% of total marks

ENTRY REQUIREMENTS

Pupils must have achieved at least a grade B in GCSE Digital Technology and a grade B in GCSE Mathematics.

CAREER PROGRESSION

This specification provides a suitable foundation for the study of Digital Technology or a related area through a range of higher education courses, progression to the next level of vocational qualifications or employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

CHEMISTRY		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1 AS: BASIC CONCEPTS IN PHYSICAL AND INORGANIC CHEMISTRY	Written examination- 1 hour 30 minutes Section A containing 10 multiple- choice questions (10 marks) and Section B containing a number of structured questions (80 marks)	40% of AS 16% of A Level
UNIT 2 AS: FURTHER PHYSICAL AND INORGANIC CHEMISTRY AND AN INTRODUCTION TO ORGANIC CHEMISTRY	Written examination- 1 hour 30 minutes Section A containing 10 multiple- choice questions (10 marks) and Section B containing a number of structured questions (80 marks)	40% of AS 16% of A Level
UNIT 3 AS: BASIC PRACTICAL CHEMISTRY	Practical booklet A consists of a variety of practical tasks (25 marks). Students take the assessment in the laboratory. 1 hour 15 minutes. Practical booklet B is a practical examination paper.	20% of AS 8% of A Level
UNIT 1 A2: FURTHER PHYSICAL AND ORGANIC CHEMISTRY	Written examination- 2 hours Section A containing 10 multiple- choice questions (10 marks) and Section B containing a number of structured questions (100 marks)	24% of A Level
UNIT 2 A2: ANALYTICAL, TRANSITION METALS, ELECTROCHEMISTRY AND ORGANIC NITROGEN	Written examination- 2 hours Section A containing 10 multiple- choice questions (10 marks) and Section B containing a number of structured questions (100 marks)	24% of A Level
UNIT 3 A2: FURTHER PRACTICAL CHEMISTRY	Practical booklet A consists of a variety of practical tasks (30 marks). Students take the assessment in the laboratory. 1 hour 15 minutes. Practical booklet B is a practical examination paper.	12% of A Level
ASSESSMENT CRITERIA		
20% Internal practical assessment and practical examination paper (2 modules) 80% Examination (4 modules) AS weighting 40% of total marks A2 weighting 60% of total marks		
ENTRY REQUIREMENTS		
Pupils must have achieved at least a grade BB in Double Award Science; this must be obtained in the Chemistry units also. GCSE Maths grade C.		
CAREER PROGRESSION		
The GCE in Chemistry will develop your knowledge and scientific skill in Chemistry. It will allow progression into employment and further and higher education including BSc in Chemistry and BSc Chemical Engineering.		

BIOLOGY		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1 AS: MOLECULES AND CELLS	Written examination - 1 hour 30 minutes	37 $\frac{1}{2}$ % of AS 15% of A Level
UNIT 2 AS: ORGANISMS AND BIODIVERSITY	Written examination - 1 hour 30 minutes	37 $\frac{1}{2}$ % of AS 15% of A Level
UNIT 3 AS: PRACTICAL SKILLS IN AS BIOLOGY	Internal Practical assessment and Written examination - 1 hour	25% of AS 10% of A Level
UNIT 1 A2: PHYSIOLOGY, CO-ORDINATION AND CONTROL, AND ECOSYSTEMS	Written examination – 2 hours 15 minutes	24% of A Level
UNIT 2 A2: BIOCHEMISTRY, GENETICS AND EVOLUTIONARY TRENDS	Written examination – 2 hours 15 minutes	24% of A Level
UNIT 3 A2: PRACTICAL SKILLS IN BIOLOGY	Internal Practical assessment and Written examination- 1 hour 15 minutes	12% of A Level
ASSESSMENT CRITERIA		
20% Internal Practical assessment and written examination (2 modules)		
80% Examination (4 modules)		
AS weighting 40% of total marks		
A2 weighting 60% of total marks		
ENTRY REQUIREMENTS		
Pupils must have achieved at least a grade BB in Double Award Science; this must be obtained in the Biology units also.		
GCSE Maths grade C.		
CAREER PROGRESSION		
The GCE in Biology will develop your knowledge and scientific skills in Biology. It will allow progression into employment and further and higher education including courses such as BSc in Biology and BSc Biological Sciences.		
ENTRY REQUIREMENTS		
This course will be delivered through the West Belfast Area Learning Community.		
Pupils must have achieved at least a double grade A in Double Award Science; this must be obtained in the Physics units also.		
CAREER PROGRESSION		
Physics is especially helpful for jobs that involve developing new technologies, including engineering astronomy, robotics, renewable energies, computer science, communications and games technology.		
Physics A-level is usually required for degree courses in all branches of engineering It is often recommended or useful for: biochemistry, biology, chemistry, medicine, dentistry, nursing and other practice-based medicine courses, architecture, and pharmacy.		

SPANISH		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1 AS: SPEAKING Q1: A presentation based on an AS theme related to an aspect of the TL country/community. Q2: Conversation	External Examiner 3 minutes 8 minutes	30% of AS 12% of A Level
UNIT 2 AS: LISTENING, READING AND USE OF LANGUAGE Section 1- Listening Students answer 2 sets of questions based on 2 discrete passages recorded on disc. 1 set to be answered in TL, the other set in English. Section B- Reading Q1. Students answer 1 set of questions in TL based on ONE passage. Q2. Students translate a passage from TL into ENGLISH. SECTION C - Use of Language Q1,2,3,4: Students complete a series of short grammatical and lexical exercises. Q5. Students translate short sentences from English into the TL	Written paper – 1 hr 20 minutes	40% of AS 16% of A Level
UNIT 3 AS: EXTENDED WRITING Students write 1 essay in TL in response to a set film or literary text.	Written paper – 1 hr	30% of AS 12% of A Level
UNIT 4 A2: SPEAKING Q1: Students introduce and discuss ONE individual research project based on either: - A cultural aspect of a TL country/ community. - A historical period from the 20th century of a TL country - A region of a TL country or community Q2: Conversation	External Examiner 6 minutes 9 minutes	18% of A Level
Unit 5 A2: LISTENING AND READING A2 2: Listening Students answer 2 sets of questions based on 2 discrete passages recorded on disc. 1 set to be answered in TL, the other set in English. A2 2: Section B- Reading Students answer 2 sets of questions and complete 1 summary exercise and 1 translation exercise.	45 minutes 2 hrs	24% of A Level
Unit 6 A2: EXTENDED WRITING Students write 1 essay in the TL in response to a set literary text.	Written paper – 1 hr	18% of A Level
ASSESSMENT CRITERIA AS weighting 40% of total marks. A2 weighting 60% of total marks.		
ENTRY REQUIREMENTS At least a grade B in GCSE Spanish. At least a Grade C in English Language		
CAREER PROGRESSION Students with an A Level language are in demand. The study of A Level languages helps you to develop a range of key transferrable skills such as written and spoken communication, listening and reading skills in the TL, organisation and time management. In particular, the A2 assessment units provide opportunities to demonstrate higher order thinking skills by incorporating analysing and evaluating a variety of materials in the TL. Careers directly linked to languages include interpreter, teacher, translator and journalism.		

IRISH		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1 AS: SPEAKING Q1: A presentation based on an AS theme related to an aspect of the TL country/community. Q2: Conversation	External Examiner 3 minutes 8 minutes	30% of AS 12% of A Level
UNIT 2 AS: LISTENING, READING AND USE OF LANGUAGE Section 1- Listening Students answer 2 sets of questions based on 2 discrete passages recorded on disc. 1 set to be answered in TL, the other set in English. Section B- Reading Q1. Students answer 1 set of questions in TL based on ONE passage. Q2. Students translate a passage from TL into ENGLISH. SECTION C - Use of Language Q1,2,3,4: Students complete a series of short grammatical and lexical exercises. Q5. Students translate short sentences from English into the TL	Written paper – 1 hr 20 minutes	40% of AS 16% of A Level
UNIT 3 AS: EXTENDED WRITING Students write 1 essay in TL in response to a set film or literary text.	Written paper – 1 hr	30% of AS 12% of A Level
UNIT 4 A2: SPEAKING Q1: Students introduce and discuss ONE individual research project based on either: - A cultural aspect of a TL country/ community. - A historical period from the 20th century of a TL country - A region of a TL country or community Q2: Conversation	External Examiner 6 minutes 9 minutes	18% of A Level
Unit 5 A2: LISTENING AND READING A2 2: Listening Students answer 2 sets of questions based on 2 discrete passages recorded on disc. 1 set to be answered in TL, the other set in English. A2 2: Section B- Reading Students answer 2 sets of questions and complete 1 summary exercise and 1 translation exercise.	45 minutes 2 hrs	24% of A Level
Unit 6 A2: EXTENDED WRITING Students write 1 essay in the TL in response to a set literary text.	Written paper – 1 hr	18% of A Level
ASSESSMENT CRITERIA AS weighting 40% of total marks. A2 weighting 60% of total marks.		
ENTRY REQUIREMENTS At least a grade B in GCSE Spanish. At least a Grade C in English Language		
CAREER PROGRESSION Students with an A Level language are in demand. The study of A Level languages helps you to develop a range of key transferrable skills such as written and spoken communication, listening and reading skills in the TL, organisation and time management. In particular, the A2 assessment units provide opportunities to demonstrate higher order thinking skills by incorporating analysing and evaluating a variety of materials in the TL. Careers directly linked to languages include interpreter, teacher, translator and journalism.		

MEDIA STUDIES		
AWARDING BODY: WJEC		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
AS Unit 1: Investigating the Media Section A: Selling Images – Advertising and Music Video Section B: News in the Online Age Section C: Film Industries – from Wales to Hollywood	Written Paper – 2 hrs 30 minutes	24 % of A Level
AS Unit 2: Creating a Media Production A media production, including individual research and planning, created in response to a choice of briefs set by WJEC, and applying knowledge and understanding of key concepts	Internal Assessment (coursework)	16% of A Level
A2 Unit 3: Media in the Global Age Section A: Television in the Global Age Section B: Magazines – Changing Section C: Media in the Digital Age – Video Games	Written paper – 2 hrs 30 minutes	36% of A Level
A2 Unit 4: Creating a Cross-Media Production A cross-media production, including individual investigative research and development, created in response to a choice of briefs set by WJEC and applying knowledge and understanding of key concepts and digital convergence	Internal Assessment (coursework)	24% of A Level
ASSESSMENT CRITERIA 60% Examination (2 modules) 40% Coursework (2 modules) AS weighting 40% of total marks A2 weighting 60% of total marks		
ENTRY REQUIREMENTS Pupils must have achieved at least a grade C in English Language		
CAREER PROGRESSION This specification provides a suitable foundation for the study of Media Studies or a related area through a range of higher education courses, progression to the next Level of vocational qualifications or employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. This GCE course provides you with a solid foundation to progress to further study, training or employment in fields such as journalism, media and communications and the creative industries.		

HISTORY

AWARDING BODY: CCEA

COURSE OUTLINE

Module / Unit Description	Assessment Method and Duration	Weighting (%)
<p>Unit AS1: Historical investigations and interpretations. Option 5: Germany 1919-1945 The Weimar Republic 1919-1929. The decline of the Weimar Republic 1929-33 and the rise of the Nazis. Developments in Nazi Germany. The impact of the war on Nazi Germany and the occupied territories in Eastern Europe, 1939-45.</p>	Written Paper – 1 hour 30 minutes	50% of AS 20% of A Level
<p>UNIT 2 AS2: Unit AS2: Historical conflict and change. Option 5: Russia 1914-41 The Revolutions of February and October 1917 Lenin’s Russia, 1917-24 Stalin’s rise to power and dictatorship, 1924-41 The Economy, 1924-41</p>	Written Paper – 1 hour 30 minutes	50% of AS 20% of A Level
<p>UNIT 3 A21: Change Over Time. Option 5: Clash of Ideologies in Europe 1900-2000 Russia and Europe, 1900-17 Revolutionary Russia and opposition from western governments, 1917-33 The struggle for survival, 1933-45 Co-operation and coexistence, 1956-79 Soviet aggression, decline and collapse.</p>	Written paper – 1 hour	20% of A Level
<p>UNIT 4 A22: Historical Investigations and Interpretations. Option 5: Partition of Ireland, 1900-1995 The crisis over the Third Home Rule Bill up to September 1914 Political developments, 1914-18 Political developments, 1919-23 Northern Ireland, 1921-25</p>	Written paper – 2 hour 30 minutes	40% of A Level
<p>ASSESSMENT CRITERIA 40% Examination (2 AS modules) 60% Examination (2 A2 modules) AS weighting 40% of total marks A2 weighting 60% of total marks</p>		
<p>ENTRY REQUIREMENTS Pupils must have achieved at least a grade B in English Language and GCSE History.</p>		
<p>CAREER PROGRESSION GCE History could be your first step towards an exciting, interesting and dynamic career. This GCE History course provides you with a solid foundation to progress to further study, training or employment in fields such as a Librarian, Journalist, Editor, Teacher, Writer, Lawyer, Politician, Architect and work in the Travel and Tourism industry. You can also go into jobs such as museum/gallery curating, historical research, heritage work, conservation and anthropology.</p>		

GOVERNMENT & POLITICS		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit AS1: The Government and Politics of Northern Ireland The Northern Ireland Assembly The Executive Committee The Northern Ireland political parties	Written examination-1 hour 15 minutes	40% of AS 16% of A Level
UNIT 2 AS2: Unit AS2: The British Political Press Section A- Parliament and Executive Section B- The British Judiciary Section C- Pressure groups in the UK	Written examination-1 hour 45 minutes	60% of AS 24% of A Level
UNIT 3 A21: Option B: Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom. The government and politics of the Republic of Ireland- the legislative branch. Comparative government.	Written paper – 2 hours 15 minutes	35% of A Level
UNIT 4 A22: Option A: Political Power Section A: The factors involved in the exercise of political power. Section B: Theories of political power	Written paper – 1 hour 30 minutes	25% of A Level
ASSESSMENT CRITERIA 40% Examination (2 AS modules) 60% Examination (2 A2 modules) AS weighting 40% of total marks A2 weighting 60% of total marks		
ENTRY REQUIREMENTS Pupils must have achieved at least a grade B in English Language and either a grade B in History or Religious Studies.		
CAREER PROGRESSION GCE Government and Politics could be your first step towards an exciting, interesting and dynamic career. This GCE Government and Politics course provides you with a solid foundation to progress to further study, training or employment in fields such as a Government Social Research Officer, Policy Officer, Politician’s Assistant, Public affairs consultant, Public relations account executive and a Social researcher. GCE Government and Politics can also help with careers in business, human resources, marketing and public relations.		

RELIGIOUS STUDIES		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<p>AS 1: An Introduction to the Gospel of Luke</p> <p>Students explore the contents of the Gospel of Luke; how/why it was written, religious and political background, and key events in Jesus' life.</p>	1 hour 20-minute external written examination	50% of AS and 20% of A Level
<p>AS 7: Foundations of Ethics with special reference to Issues in Medical Ethics</p> <p>Students explore Deontological approaches to moral decision making, life & death issues and developments in Bioethics.</p>	1 hour 20-minute external written examination	50% of AS and 20% of A Level
<p>A2 1: Themes in the Synoptic Gospel</p> <p>Students explore and critically analyse the synoptic tradition, the person of Jesus and the Passion, Death and Resurrection Narratives.</p>	2-hour external examination	30% of A Level
<p>A2 7: Global Ethics</p> <p>Students explore Moral Theology, Global Rights and Global Issues.</p>	2-hour external examination	30% of A Level
<p>ASSESSMENT CRITERIA 40% Examination (2 modules)</p> <p>AS weighting 40% of total marks A2 weighting 60% of total marks.</p>		
<p>ENTRY REQUIREMENTS Pupils must have achieved a grade B or higher in GCSE Religious Studies.</p>		
<p>CAREER PROGRESSION This GCE course provides you with a solid foundation to progress to further study, training or employment in fields such as teaching, social work, law, youth work, pharmacy and medicine.</p>		

MATHEMATICS		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
AS 1: Pure Mathematics 100 marks Pure Maths topics include algebra, graphs, calculus and trigonometry.	Written Paper – 1 hour 45 minutes Students answer all questions.	60% of AS 24% of A Level
AS 2: Applied Mathematics 70 marks Applied topics cover areas of <ul style="list-style-type: none"> • Mechanics (modelling the physics of the world around us) – 50% weighting. • Statistics (collecting and analysing data and using this to make predictions about future events) – 50% weighting. 	Written Paper - 1 hour 15 minutes Students answer all questions.	40% of AS 16% of A Level
A2 1: Pure Mathematics 150 marks	Written Paper - 2 hours 30 minutes Students answer all questions.	36% of A Level
A2 2: Applied Mathematics 100 marks	Written Paper - 1 hour 30 minutes Students answer all questions.	24% of A Level
ASSESSMENT CRITERIA AS weighting 40% of total marks A2 weighting 60% of total marks (60% Pure Maths and 40% Applied Maths weighting overall)		
ENTRY REQUIREMENTS Pupils must have achieved at least a grade A in Mathematics GCSE (and possess a very strong work ethic).		
CAREER PROGRESSION A Level Mathematics is essential or desirable for a wide range of degree courses including engineering, accountancy, computing, software development, social sciences and business. Further careers information can be found at http://www.mathscareers.org.uk/article/who-employs-mathematicians/ In some cases, a qualification in Mathematics will reduce the grades required for entry to a degree course in a related subject. Any student applying to study a degree in a STEM subject should also consider taking A Level Mathematics.		

LIFE AND HEALTH SCIENCE		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1 AS: EXPERIMENTAL TECHNIQUES You will carry out and produce a portfolio of 12 practicals across the 3 Science disciplines of chemistry, Biology and Physics	Internal Assessment (coursework)	33 $\frac{1}{3}$ % of AS 13 $\frac{1}{3}$ % of A Level
UNIT 2 AS: HUMAN BODY SYSTEMS You will learn about the body system including the respiratory and circulatory system.	Written paper – 1 hour 30 minutes	33 $\frac{1}{3}$ % of AS 13 $\frac{1}{3}$ % of A Level
UNIT 3 AS: ASPECTS OF PHYSICAL CHEMISTRY IN INDUSTRIAL PROCESSES You will extend your knowledge on chemical processes using in chemical processing plants.	Written paper – 1 hour 30 minutes	33 $\frac{1}{3}$ % of AS 13 $\frac{1}{3}$ % of A Level
UNIT 1 A2: SCIENTIFIC METHOD, INVESTIGATION, ANALYSIS AND EVALUATION. You will complete a portfolio of evidence on a scientific investigation.	Internal Assessment (coursework)	20% of A Level
UNIT 2 A2: ORGANIC CHEMISTRY You will develop your understanding of organic chemistry	Written paper – 1 hour 45 minutes	20% of A Level
UNIT 3 A2: LIGHT AND SOUND You will develop your understanding of light and sound	Written paper – 1 hour 45 minutes	20% of A Level
ASSESSMENT CRITERIA 33% Coursework (2 modules) 66% Examination (4 modules) AS weighting 40% of total marks A2 weighting 60% of total marks		
ENTRY REQUIREMENTS Pupils must have achieved at least a grade A in Single Award Science or grades BB in Double Award Science.		
CAREER PROGRESSION The Single Award GCE in Life and Health Sciences can support and develop the full range of scientific skills and knowledge necessary for employment in the Life and Health Science. Life and health science related industries make up over 25% of Northern Ireland's total economic output ranging from pharmaceutical companies to the National Health Service. The GCE can complement other GCEs studied to allow progression to further and higher education.		

DRAMA

AWARDING BODY: CCEA COURSE OUTLINE

Module / Unit Description	Assessment Method and Duration	Weighting (%)
AS 1: Developing Skills and Repertoire A portfolio, including a summary of research, skills audit, record of work, risk assessment, either live performance or production and presentation, and evaluation	Internally assessed Externally moderated	60% of AS 24% of A Level
AS 2: Planning and Realising a Performing Arts Event Live performance and/or presentation	Externally set pre-release stimulus material Externally assessed Supporting document in three sections produced under controlled conditions	40% of AS 16% of A Level
A2 1: Planning for Employment A record of work, including a written report in three sections, promotional portfolio and evaluation	Internally assessed Externally moderated	60% of A2 36% of A Level
A2 2: Performing to a Commission Brief A record of work, including a research report, summary of findings, evidence of tasks completed and evaluation The evaluation is to be produced under controlled conditions. Live performance and/or presentation	Externally set pre-release stimulus material Externally assessed	40% of A2 24% of A Level
ASSESSMENT CRITERIA 60% Coursework (2 modules) 40% Examination (4 modules) AS weighting 40% of total marks A2 weighting 60% of total marks		
ENTRY REQUIREMENTS At least grade C in GCSE English. Whilst GCSE Drama is not a prerequisite, it is an advantage to have studied it.		
CAREER PROGRESSION Third level education, including university.		

ENGLISH LANGUAGE		
AWARDING BODY: WJEC		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1 AS: <i>Language concepts and issues</i> Section A Analysis of spoken language Section B Language issues	Written Paper – 2 hrs	30% of Qualification
UNIT 2 AS: <i>Language and identity</i>	Non exam assessment 2500–3000-word language investigation based on the study and related research of a topic related to language and identity.	20% of Qualification
UNIT 3 A2: <i>Creative and critical use of language</i>	Written paper – 1 hour and 45 minutes	20% of Qualification
UNIT 4 A2: <i>Language change over time</i> Section A Language change over time Section B English in the twenty first century	Written Paper – 2 hrs 15 minutes	30% of Qualification
ASSESSMENT CRITERIA 20% Coursework (1 module) 80% Examination (3 modules) AS weighting 50% of total marks A2 weighting 50% of total marks.		
ENTRY REQUIREMENTS Pupils must have achieved at least a grade B in English Language (including both papers in the external exam)		
CAREER PROGRESSION This GCE course provides you with a solid foundation to progress to further study, training or employment in fields such Law, Journalism, Media and Communications, The creative industries. It could lead to work as a: Reporter, Researcher, Academic librarian, Advertising copywriter, Arts administrator, Education consultant, Information officer Marketing executive, Media researcher, School teacher, Private tutor, Public relations officer, Records manager, Social media manager. This GCE course provides you with a solid foundation to progress to further study, training or employment in fields such as journalism, media and communications and the creative industries.		

LEVEL 3 QUALIFICATIONS

BTEC Health AND SOCIAL CARE		
AWARDING BODY: Pearson		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
Mandatory Unit Unit 1: HUMAN LIFESPAN DEVELOPMENT You will learn about the physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing.	Externally Assessed by Pearson. 90 Guided Learning Hours Written exam (1.5 hours) set and marked by Pearson. Learners will be assessed through a number of short- and long-answer questions	90 marks.
Mandatory Unit UNIT 2: WORKING IN HEALTH & SOCIAL CARE You will learn what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.	Externally Assessed by Pearson. 120 Guided Learning Hours Written exam (1.5 hours) set and marked by Pearson. Learners will be assessed through a number of short- and long-answer questions.	80 marks
Mandatory Unit UNIT 5: MEETING INDIVIDUAL CARE & SUPPORT NEEDS You will learn about the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.	Internally Assessed by Centre and externally verified by Pearson. Controlled Assessment	
Optional Unit UNIT 12: SUPPORTING INDIVIDUALS WITH ADDITIONAL NEEDS You will learn about the role of health and social care services in providing care and support to individuals with additional needs.	Internally Assessed by Centre and externally verified by Pearson. Controlled Assessment	
ASSESSMENT CRITERIA 4 Units of which 3 are Mandatory. 2 Units are Internally Assessed by Centre and externally verified by Pearson. 2 Units are Externally Assessed by Pearson. Mandatory Content equates to 83% of the course. External Assessment equates to 58% of the course. Equivalent of 1 GCE 'A' Level; Pass/ Merit & Distinction can be achieved.		
ENTRY REQUIREMENTS Grade C or above in GCSE English or Maths (or equivalents) A genuine interest in working in the health and social care sector. Good written and oral communication skills to help you fulfil all aspects of the course. The ability to complete independent research and further reading around the subject area. Related work experience is an advantage		
CAREER PROGRESSION This qualification is designed to support progression to higher education. The Pearson BTEC Level 3 National Extended Certificate in Health and Social Care aims to provide an introduction to the sector. It is for learners who are interested in learning about the health and social care. It is equivalent in size to one A Level. It is suitable for anyone wishing to take up further study or a career in the health and social care field. It could be useful if you are intending to pursue a career in social care or healthcare, for instance as a social worker or health visitors, practice nurse or occupational therapist.		

BTEC CONSTRUCTION AND THE BUILT ENVIRONMENT		
AWARDING BODY: Pearson		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1- Core Principles (Year 13) Construction Core Principles A. Construction materials B. Solving practical construction problems C. Human comfort	Written Paper (1 Hour 30min)	33.3% of overall grade.
Unit 5 - Health & Safety in Construction (Year 13) <u>Three-part Assignment:</u> 1. Understand how health and safety legislation is applied to construction operations. 2. Carry out the development of a safe system of work for construction operations. 3. Understand the need for the review of safety systems for construction operations.	Internal Assessment (Coursework)	16.7% of overall grade.
Unit 2 - Construction Design (Year 14) Content covered: A. The construction design process. B. Project information and building design production. C. Construction methods and techniques A task set and marked by Pearson and completed under supervised conditions: Before the supervised assessment, learners will be given information to research in approximately three hours in a two-week period timetabled by Pearson.	External Assessment (Synoptic) The supervised assessment is 12 hours in a two-week period timetabled by Pearson. Written submission of evidence	33.3% of overall grade.
Unit 4 - Construction Technology (Year 14) <u>Four-part Assignment:</u> 1. Understand common forms of low-rise construction. 2. Examine foundation design and construction. 3. Examine superstructure design and construction. 4. Examine external works associated with construction projects.	Internal Assessment (Coursework)	16.7% of overall grade.
ASSESSMENT CRITERIA 67% Examination (2 Units) 33% Coursework (2 Units)		
ENTRY REQUIREMENTS Pupils must have achieved at least a Grade B in GCSE Mathematics and have an interest in Construction and/or Technology.		
CAREER PROGRESSION With a new generation of architects, designers, and construction workers emerging many are interested in renewable energy, sustainable resources, and innovative, future-proof designs for the housing industry. With a BTEC in Construction, you can gain valuable hands-on experience which can help you progress to Higher Education or an Apprenticeship, or you can go straight into a career in the Construction Industry.		

BTEC LEVEL 3 EXTENDED CERTIFICATE IN BUSINESS STUDIES

AWARDING BODY: Pearson COURSE OUTLINE

Year 13		
Module / Unit Description	Assessment Method	GLH
<p>Unit 1 Exploring Business In this unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.</p>	Internal Assessment	90
<p>Unit 2 Developing a Marketing Campaign Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed. This unit will give you an insight into how important marketing is to business. It will enable you to make an informed choice as to whether you want to specialise in marketing in employment, training, or higher education.</p> <p>Synoptic Assessment: Part A is released two weeks before Part B is scheduled for learners to carry out research. Learners will take Part B in a supervised assessment in a single three-hour session timetabled by Pearson.</p>	Synoptic Assessment	90
Year 14		
Module / Unit Description	Assessment Method	GLH
<p>Unit 3 Personal and Business Finance Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse, and prepare financial information.</p> <p>External Assessment set by Pearson (2-hour paper worth 80 Marks)</p>	External Assessment	120
<p>Unit 27 Work Experience in Business Learners study the benefits of work experience in business. They reflect on their practical workplace skills by completing forty hours of appropriate work experience.</p> <p>*Unit subject to change</p>	Internal Assessment	60
<p>ASSESSMENT CRITERIA 42% Internal Assessment 58% External Assessment</p>		
<p>ENTRY REQUIREMENTS A grade C in GCSE English, Maths and Business Studies (prior study is not essential). Distinction at Year 13 OCR level 2 Business qualification.</p>		
<p>CAREER PROGRESSION This qualification gives the opportunity to enter employment or to progress to higher education. The BTEC qualifications in Business provide a route to employment into the many diverse areas of business. These could include roles in specialist areas such as management, marketing, finance, customer service or human resources in large organisations etc....</p>		

BTEC ENGINEERING		
AWARDING BODY: Pearson		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1 (Year 13): Engineering Principles A) Algebraic and trigonometric mathematical methods B) Static engineering systems C) Dynamic engineering systems D) Fluid engineering systems E) Static and direct current electricity and circuits F) Magnetism and electromagnetic induction G) Single-phase alternating current	Written Paper (2 hours)	25% of overall grade
Unit 2 (Year 13): Delivery of Engineering Process Safely as a Team A) Examine common engineering processes to create products or deliver services safely and effectively as a team. B) Develop two-dimensional computer-aided drawings that can be used in engineering processes. C) Carry out engineering processes safely to manufacture a product or to deliver a service effectively as a team.	Internal Assessment (Coursework)	25% of overall grade
Unit 3 (Year 14): Engineering Product Design and Manufacture A) Design triggers, challenges, constraints and opportunities, and materials and processes B) Interpreting a brief into operational requirements and analysing existing products C) Using an interactive process to design ideas and develop a modified product proposal. Technical justification and validation of the design solution	Internal Assessment (Coursework)	25% of overall grade
Unit 9 (Year 14): Work Experience in the Engineering Sector	External Work Experience Visit and Written Report	25 % of BTEC
ASSESSMENT CRITERIA 25% Examination (1 module) 75% Coursework and work experience report (3 modules)		
ENTRY REQUIREMENTS Pupils must have achieved at least a Grade B in GCSE Mathematics and have an interest in Engineering. Preference may be given to students with GCSE Technology and Design.		
CAREER PROGRESSION Any career in engineering or manufacturing. University degrees or higher-level apprenticeships.		

BTEC TRAVEL AND TOURISM		
AWARDING BODY: Pearson		
COURSE OUTLINE		
Module / Unit Description	Assessment Method	Weighting (%)
<p>Unit 1: The World of Travel and Tourism Learning Aim A- Types of travel and tourism, types of customers Learning Aim B – Travel and tourism organisations and their roles and the products and services they offer to customers Learning Aim C – The scale of the travel and tourism industry and its importance to the economy and to employment Learning Aim D – Factors affecting the travel and tourism industry and organisations responses to these factors</p>	External written examination, 1 hour and 30 minutes	36%
<p>Unit 2: Global Destinations Learning Aim A – locate and understand features and appeal of global destinations Learning Aim B – explain how features of destinations contribute to their appeal and support different types of tourism Learning Aim C – Evaluate information to determine how travel plans, routes and itineraries best match different customer needs Learning Aim D – Evaluate consumer trends influencing the popularity of global destinations</p>	External assessment, 3 hours Part A – travel and tourism scenario will be supplied for independent research purposes Part B – Supervised written assessment based on Part A	21%
<p>Unit 3 The Principles of Marketing in Travel and Tourism Learning Aim A – Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism. Learning Aim B - Examine the impact that marketing activities have on the success of different travel and tourism organisations. Learning Aim C - Carry out market research in order to identify a new travel and tourism product or service. Learning Aim D - Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives.</p>	Internal Assessment (coursework)	21%
<p>Unit 9: Visitor Attractions Learning Aim A: Investigate the nature, role and appeal of visitor attractions. Learning Aim B: Examine how visitor attractions meet the diverse expectations of visitors. Learning Aim C: Explore how visitor attractions respond to competition and measure their success and appeal.</p>	Internal Assessment (coursework)	21%
<p>ENTRY REQUIREMENTS GCSE English grade C or above.</p>		
<p>CAREER PROGRESSION This qualification is designed to support learners who are interested in learning about the travel and tourism industry with a view to progressing to a wide range of higher education courses, not necessarily in travel and tourism-related subjects. Careers in travel and tourism include - Travel Agency Consultant, Airport Customer Services Agent, Overseas Holiday Representative, Tourism Marketing Assistant, Reservations Staff and Cabin Crew.</p>		

BTEC LEVEL 3 EXTENDED CERTIFICATE IN SPORT (SA)		
AWARDING BODY: Pearson		
COURSE OUTLINE		
Year 13		
Module / Unit Description	Assessment Method	Weighting (%)
<p>Unit 1 Anatomy & Physiology This unit gives learners the opportunity to develop an understanding of body systems and their responses to sport and exercise. As an integral aspect of studying sport, the knowledge given in this unit will allow learners to support people in sport and exercise.</p> <p>This unit is assessed via examination. The examination is one hour and 30mins.</p>	External Assessment	16%
<p>Unit 3 Professional Development in the Sports Industry This unit starts by providing an overview of the sports industry. It then looks at the scope and breadth of the industry in a national and global context. In this context, learners will focus on their chosen pathway and develop an understanding of regulatory bodies, qualifications, employability skills and career pathways in their chosen field.</p>	Internal Assessment	24%
Year 14		
Module / Unit Description	Assessment Method	Weighting (%)
<p>Unit 2 Fitness Training and Programming for Sport, Health and Well-Being This unit allows learners to explore client screening, lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and wellbeing. The health and fitness industry is central in supporting clients to increase their fitness levels and adopt a healthy lifestyle, which fully supports the relevance of this unit's content. The knowledge gained within this unit will allow learners to support individuals in the industry.</p> <p>This unit is assessed via examination. The examination is two hours and 30mins.</p>	External Assessment	24%
<p>Unit 4 Sports Leadership This unit gives an in-depth perspective of what makes an effective leader. Learners will be introduced to a range of sports leadership roles, exploring the roles' job description and developing the learners' understanding of what good leadership skills, qualities and characteristics look like.</p>	Internal Assessment	36%
<p>ASSESSMENT CRITERIA 60% Coursework 40% External Assessment (examinations)</p>		
<p>ENTRY REQUIREMENTS A grade C in GCSE Physical Education or equivalent and a Grade C in English Language</p>		
<p>CAREER PROGRESSION This qualification gives the opportunity to enter employment in the sport and active leisure sector or to progress to higher education.</p>		

Information Technology		
AWARDING BODY: OCR		
COURSE OUTLINE		
Pathway: Application Developer		
Year 13		
Module / Unit Description	Assessment Method	Weighting (%)
<p>Unit 1: Fundamentals of IT A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT. After completing this unit, the knowledge, skills and understanding you have developed will underpin your study for the additional units.</p>	Externally assessed written exam	25% of A Level
<p>Unit 2: Global Information The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the internet, by individuals and organisations. You will discover that good management of both data and information is essential, and that it can give any organisation a competitive edge. This unit will provide you with a greater understanding of how organisations use information sources.</p>	Externally assessed written exam	25% of A Level
Year 14		
<p>Unit 6: Application Design The world is increasingly reliant on applications that help individuals, businesses and organisations achieve specific activities or purposes. In this unit you will explore potential ideas for a new application and develop the fundamental design for it. You will then develop the designs for an application and how users will interact with it. The application that you design can be for any sector and for any purpose. You will have the opportunity to present your ideas, prototype them, and gain feedback before refining your design.</p>	Internally assessed coursework	16.6% of A Level
<p>Unit 21: Web Design and Prototyping Organisations are increasingly reliant on their websites to market goods or services and interact with clients and customers. As technology develops, so does the scope of functionality of websites and the importance of an effective design that meets the needs of the organisation. In this unit you will research, design and produce an interactive, responsive website that is specific to a client's needs, culminating in presenting the concept of the website using the prototype to the client.</p>	Internally assessed coursework	16.6% of A Level
<p>Unit 22: Big Data Analytics Data is all around us and the amount of data being gathered is growing. Big Data deals with extremely large data sets that can be analysed computationally to reveal patterns, trends and associations. This is especially the case in relation to human behaviour and interactions. In this unit you will learn what Big Data is, how it can be gathered, analysed and used by businesses.</p>	Internally assessed coursework	16.6% of A Level
<p>ASSESSMENT CRITERIA 50% Examination (2 units) 50% Coursework (3 units)</p>		
<p>ENTRY REQUIREMENTS A grade C in GCSE Digital Technology or OCN ICT and a Grade C in English Language and Maths</p>		
<p>CAREER PROGRESSION The qualification, when studied with other Level 3 qualifications, is aimed at progression to higher education but also enables learners to develop knowledge and skills needed for entry-level roles related to IT, including vocational apprenticeship roles and trainee/entry-level roles such as a social media specialist, web/content developer, or business analyst.</p>		

Level 2

QUALIFICATIONS

CAMBRIDGE TECHNICAL LEVEL 2 EXTENDED CERTIFICATE IN BUSINESS

AWARDING BODY: OCR COURSE OUTLINE

Module / Unit Description	Assessment Method and Duration	Weighting (%)
Unit 1: BUSINESS PURPOSE Learners will gain an understanding of the purpose and different forms of ownership of business and of the business context in which organisations operate.	100% Coursework Guided Learning Hours = 30	$16\frac{2}{3}\%$
UNIT 2: BUSINESS ORGANISATION Learners will investigate the different aims and objectives of business organisations in different sectors of the economy.	100% Coursework Guided Learning Hours = 30	$16\frac{2}{3}\%$
UNIT 3: FINANCIAL FORECASTING FOR BUSINESS Learners will develop the basic financial knowledge needed for all aspect of business.	100% Coursework Guided Learning Hours = 30	$16\frac{2}{3}\%$
UNIT 7: BUSINESS COMMUNICATION THROUGH DOCUMENTATION Learners will develop an understanding of communication and be able to give reasons why it is essential that employees in businesses need to communicate in written form.	100% Coursework Guided Learning Hours = 30	$16\frac{2}{3}\%$
UNIT 10: CUSTOMER RELATIONS IN BUSINESS Learners will gain an understanding of why organisations provide excellent customer service. Learners will demonstrate their knowledge with a presentation.	100% Coursework Guided Learning Hours = 60	$33\frac{1}{3}\%$
ASSESSMENT CRITERIA 100% Coursework (5 units)		
ENTRY REQUIREMENTS There are no formal entry requirements for this qualification.		
CAREER PROGRESSION Achieving a Level 2 qualification in Business Studies will enable the learner to progress into vocational level 3 qualifications at Post16. Further study of Business Studies could see the learner complete a Level 3 qualification. This qualification prepares the learner to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.		

* Transition Pathway only